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ABSTRACT

This report contains a list of 5 contacts, 12 research reports and studies, 4 publications in program planning and administration, and 16 curriculum materials in the field of family literacy. Each listing includes addresses and telephone numbers, prices if applicable, and a brief description of the resource or materials. The materials listed include the following: how-to guides for literacy program developers, low-level literacy books and pamphlets for parents who are new readers, guides on reading to and with children, and guides to using technology in family literacy education programs. (KC)

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BCEL
Business Council For Effective Literacy
1221 Avenue of the Americas, New York, N.Y. 10020
212-512-2415/2412

Brief

General Adult Literacy
No. 9 June 1993

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Resources In Family Literacy

Contacts

1. **Donna Conforti, Education Program Specialist, Even Start Family Literacy Program, Office of Elementary and Secondary Education, U.S. Department of Education**, 400 Maryland Avenue SW, Room 2043, Washington, DC 20202-6132, 202- 401-3455. Even Start grants are available to support the development and operation of family literacy programs combining adult education with early childhood education. The grants are administered at the state level, and community-based and other nonprofit organizations can, in collaboration with a local education agency, apply to the state education office.

2. **Benita Somerfield, Director, Barbara Bush Foundation for Family Literacy**, 1002 Wisconsin Avenue NW, Washington, DC 20007, 202-338-2006. The Barbara Bush Foundation makes grants for the planning and operation of intergenerational literacy programs, including support for teacher and staff training activities, and to develop and disseminate materials about successful family literacy programs. Grants have been made annually since 1990 at the rate of about $500,000 a year. The program is presently administered by Atlantic Resource Corp., 1950 Roland Clarke Place, Suite 400, Reston, VA 22091.

3. **Alden Lancaster, Consulting Director, LINC Project, Wider Opportunities for Women** (WOW), 1325 G Street NW, Lower Level, Washington, DC 20005, 202-638-3143. WOW undertook a major technical assistance project to help providers integrate the teaching of adult literacy and employment skills or add intergenerational components to their programs. For this Literacy in Context (LINC) project, WOW designed a one-day workshop and put together a "Tool Kit" of useful materials (see item #4 in Program Planning and Administration on p. 4 below). The workshops were held at many locations across the country, and WOW offered grants and technical assistance to some of the organizations that participated in them.

4. **Sharon Darling, Director, National Center for Family Literacy**, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449, 502-584-1133. The National Center for Family Literacy conducts research and has an ongoing program of training seminars that are scheduled at a range of sites in different regions. It also publishes a variety of materials related to family literacy. The organization holds an annual National Family Literacy Conference. Through the Toyota Families for Learning Program, it has established model family literacy programs in 15 cities across the country.

5. **Ruth Nickse, President, Nickse Associates**, 58 Monmouth Street, Brookline, MA 02146, 617-731-8682. Nickse is a foremost authority in family literacy, who has been working in the field since its inception. Now an independent consultant, she gives workshops on family literacy throughout the United States and abroad. She writes extensively on family literacy issues, and recently evaluated the Even Start program for the federal

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government. In the early 80's Ms. Nickse pioneered nationally-recognized intergenerational literacy programs in the Boston area. (See items #4 and #5 below.)

Research Reports and Studies

1. **Making the Nation Smarter: The Intergenerational Transfer of Cognitive Ability** (1989), a 46-page report by Thomas Sticht and Barbara McDonald, summarizes the history, status, and current and future strategies for dealing with the problem of intergenerational illiteracy. It is based on a 1988 national conference attended by literacy practitioners, researchers, and policymakers and funded by the MacArthur Foundation. The publication is $10. Contact Debby Huber, Institute for the Study of Adult Literacy, 204 Calder Way, Suite 209, University Park, PA 16801-4756, 814-863-3777.

2. **The Intergenerational Transfer of Cognitive Skills, *Volume I: Programs, Policy, and Research Issues*** and ***Volume II: Theory and Research in Cognitive Science*** (1992, edited by Thomas Sticht, Michael Beeler, and Barbara McDonald) are collections of papers commissioned for a conference on the topic held in San Diego in April 1988 under the sponsorship of the MacArthur Foundation. The purpose of the conference was to consider whether the field of cognitive science holds some keys to developing more effective educational and literacy programs for children, youths, and adults. The first volume reviews what is known about programs of educational "intervention" in the past quarter century and what this accumulated experience suggests for policy and program development and for research. The second volume deals with contemporary cognitive science itself and its implications for the intergenerational transfer of literacy and other cognitive skills. The volumes are $45 each or $65 for the set from Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648, 201-767-8455.

3. **The Mechanics of Success for Families: Family Literacy Programs, Report #1** (1990, $25), from the Illinois Literacy Resource Development Center, reports the findings of a 12-month study of 19 family literacy programs in the state. The publication describes the programs; draws conclusions about the prevailing structures, aims, and approaches of family literacy programs; and, based on the findings, makes a number of recommendations to local, state, and national government. A companion publication, **The Mechanics of Success for Families: Evaluation Report #2** (1990, $15), presents a developmental and evaluation framework for a family literacy program. To obtain copies send a check to Family Literacy Reports, Illinois Literacy Resource Development Center, 200 South Fredrick Street, Rantoul, IL 61866, 217-893-1318.

4. **Family and Intergenerational Literacy Programs: An Update of "Noises of Literacy"** (1990), by Ruth Nickse, examines the social context for increased attention to family and intergenerational literacy, reviews the research base underlying such work, discusses current program practices in various institutional settings, offers guidance on what constitutes an effective program, and points to research and policy issues that need attention to advance good work in this area. Among the author's many recommendations are that regional clearinghouses need to be established to disseminate information and provide technical assistance...that funds must be increasingly targeted on groups with special needs, particularly women in poverty...that workplace literacy programs should be expanded to include family literacy components...that better program evaluation is needed...and that cross-disciplinary, longitudinal, and ethnographic studies need to be funded. Request IN#342 ($8.75, plus $3.50 postage and handling) from Center for Education and Training for Employment, Ohio State University, Publications Office, Box P, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815.

5. Ruth Nickse has also written a monograph, **A Typology of Family and Intergenerational Literacy Programs: Implications for Evaluation** (1991), that examines four different intergenerational program types: those in which parents and their children interact, those in which adults other than parents interact with children, those that serve adults only, and those that serve children only. The publication describes the features and purposes of each type and lays out appropriate evaluation plans for each. Available for $6.25 plus $3.50 postage and handling from ERIC Document Reproduction Service, 740 Fullerton Road, Suite 1010, Springfield, VA 22153, 800-433-3742. Ask for ED 333-166.

6. **Family Literacy Programs and Practices** (1992) is a Practice Application Brief from ERIC Clearinghouse on Adult, Career, and Vocational Education that gives capsule descriptions of a number of family literacy program models and offers some strategies for running a successful family literacy program. Free from ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815.

7. The Bell Atlantic/ALA Family Literacy Project publishes an ongoing series of **Fact Sheets** on family literacy issues. Although they are not issued on a regular schedule, the Project publishes at least three a year. Titles include *Introduction, How To Start a Dial-A-Story, How To Write in Plain English, Libraries and Local Business Partnerships—Connections for Family Literacy, Developing a Family Literacy Project, How To Recruit Participants Using Nonprint Media, Evaluation of Family Literacy Programs*, and *Needs Assessment*. Single copies of the Fact Sheets are available free. To receive back issues or to be put on the mailing list contact Margaret Monsour, Project Director, Family Literacy Project, American Library Association, 50 East Huron Street, Chicago, IL 60611, 312-944-6780.

8. The National Center for Family Literacy's **Past and Present Educational Experiences of Parents Who Enrolled in Kenan Trust Family Literacy Programs** (1991, $5) reports on the results of a study of the educational experiences of 34 parents enrolled in the Center's family literacy programs. Among the findings are that the parents dropped out of school as a result of a gradual disengagement that began as early as elementary school, and that they have stayed with their Kenan family literacy program because the model addresses their feelings of alienation. **The Results of Follow-up Studies of Parents and Children Who Participated in a Kenan Trust Model for Family Literacy** ($15) is a packet of research materials including a copy of the *Follow-Up Study of the Impact of the Kenan Trust Model for Family Literacy* (1991). This study looked at the effects of the program on parents' lives and parenting activities and on children's school performance. It also examined the degree of parents' continued involvement in educational activities and sought to identify strategies for evaluating family literacy programs. The study concludes that the Kenan Trust Model is "a successful intervention strategy for breaking the cycle of illiteracy." Contact National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449, 502-584-1133.

9. **An Evaluation of California's Families for Literacy Program** (1991), by Ronald Solorzano and Reynaldo Bacca, presents the results of a study of 22 library-based family literacy programs in California. The report describes the populations served and services provided, identifies students' goals and activities, and examines the measures used to evaluate their learning. One finding is that program retention is increased by providing pleasurable activities to parents and children and giving them free books. Available for $8.50 from Ronald Solorzano, Field Service Representative, Educational Testing Service, 2 North Lake Avenue, Suite 540, Pasadena, CA 91101, 818-578-1971.

10. **Listening to Mothers' Voices** (1992), a report from the Education Writers Association, contains five articles for which reporters in different parts of the country interviewed mothers with school-age children about their experiences with the educational system—first as students and now as parents. The result is a glimpse of intergenerational literacy concerns from the perspectives of the individuals whom family literacy programs want most to reach. Available for $10 prepaid from the Education Writers Association, 1001 Connecticut Avenue NW, #310, Washington, DC 20036, 202-429-9680. Quantity discounts are available.

11. **Literacy and the Marketplace: Improving the Literacy of Low-Income Single Mothers** (1989) is a report on a conference sponsored by The Rockefeller Foundation and Wider Opportunities for Women. Three broad topics were considered by the conference participants: What literacy skills are currently needed in the workforce and will be required in the future? What alternatives are there to standardized tests for assessing literacy skills and measuring progress for low-income single mothers? And how should adult literacy programs be designed to provide effective instruction for these people? The bulk of the report consists of the following chapters: (a) *The Economy and Workplace Skills: New Demands*, by Sue Berryman; (b) *Literacy Skills Needed in The Workforce*, by Raymond Uhalde; (c) *Assessing Literacy Skills and*

Gains in Job-Oriented Literacy Training Programs, by Thomas Sticht; (d) *Toward a Model of Alternative Assessment*, by Richard Sterling; and (e) *Strategies for Designing Literacy Programs for Single Mothers*, by Benita Somerfield and Lori Strumpf. This excellent report has relevance in implementing the Family Support Act and will be useful in other literacy contexts as well. The report is the first in a Rockefeller series on Women and Children in Poverty. It is available free from Julia Bauer, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036, 212-869-8500.

12. **Teach the Mother and Reach the Child: Results of the Intergenerational Literacy Action Research Project** (1991) contains the findings from a study undertaken by Wider Opportunities for Women, working with Applied Behavioral and Cognitive Sciences, Inc., of 463 low-income mothers. It documents the direct relationship between literacy and education levels of the parents and the learning of their children. The overall conclusion of the study was that the mothers' behavior toward their children did indeed change in relation to school and reading activities after completing the literacy program. Moreover, in most cases, according to interviews with teachers, children's grades, reading habits, and school attendance also improved. These and other findings, say WOW, indicate that funds spent to upgrade the literacy and education of mothers pay a greater dividend in children's learning than funds spent solely on remedial programs for children with no attempt to improve the mothers' education. The report is $15 plus $4 postage from Wider Opportunities for Women, 1325 G Street NW, Lower Level, Washington, DC 20005-3104, 202-638-3143.

Publications in Program Planning and Administration

1. **A Guide to Funding Sources for Family Literacy** is a publication from the National Center for Family Literacy. It provides advice on how to locate and secure funding for family literacy services from public and private sector sources. It also explains how to write and present a funding proposal. Available for $5 from the National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449, 502-584-1133.

2. **The Partnership for Family Reading** (1991), by Ruth Handel, describes a school-based family literacy program developed by Montclair State College in partnership with the Newark, New Jersey, public schools. The publication contains step-by-step guidelines to help others replicate the program, including workshops for parents and joint activities for parents and children. Available for $6 from Partnership for Family Reading, 205 Chapin Hall, Montclair State, Upper Montclair, NJ 07043, 201-893-7190.

3. **How To Add Family Literacy to Your Program** (1991), from Literacy Volunteers of America is a step-by-step guide for literacy groups that want to add family literacy components to their programs. The publication is an offshoot of a project piloted by LVA with funding from the GTE Foundation. [See BCEL's October 1991 Newsletter, pp. 13-14, for details about the LVA pilot.] Available for $5 from LVA, 5795 Widewaters Parkway, Syracuse, NY 13214, 315-445-8000.

4. Wider Opportunities for Women has made available a **Tool Kit** originally put together for use in its Literacy in Context (LINC) workshops, which are designed to help providers integrate the teaching of adult literacy and employment skills or add intergenerational components to their programs. The kit contains an assortment of useful resources such as reproducible learning activities, program development and fundraising tips, fact sheets, and five books: (1) *Functional Context Education: A Primer for Program Providers* (1992, $20), by Thomas Sticht and Alden Lancaster, illustrates how the functional context approach can be applied with both employment and family-related contexts. *(2) A Road Map to Funding: Finding Resources for Teaching Literacy in Context* (1992, $20), by Cynthia Marano, identifies sources of funding and outlines strategies for finding the right potential sources for a specific program and writing a successful proposal. *(3) An Introduction to Intergenerational Literacy* (1992, $29), by Alden Lancaster, provides an overview of intergenerational and family literacy and provides guidelines for successful programs. *(4) Combining Literacy and Employment Training for Women: Steps for Starting a Program* (1992, $29), by Judy Beck, not only offers guidelines but also provides worksheets that help readers plan and develop such programs. *(5) Making the Nation Smarter: The Intergenera-*

tional Transfer of Cognitive Ability (1989, $10), by Thomas Sticht and Barbara McDonald, is a reissue of the publication described in #1 of "Research Reports and Studies" above. The complete Tool Kit is $90, or the books may be ordered separately for the prices shown above. Contact Wider Opportunities for Women, 1325 G Street NW, Lower Level, Washington, DC 20005, 202-638-3143.

Curriculum Materials

1. The New Readers Press has published two family literacy programs: **Family Reading: An Intergenerational Approach to Literacy** (1990), by Ellen Goldsmith and Ruth Handel, helps adults improve their own reading skills while they learn to help their children. Each of 10 units focuses on one children's book, one adult reading selection, and one reading strategy. The program is comprised of a set of *Photocopy Masters* for learners ($49.50), a *Teacher's Guide* ($10.50), a *Training Video* ($60), and a *Training Manual* ($7). **Let's Work It Out: Topics for Parenting** (1990), by Elizabeth Singer and Yvette Zgonc, is designed at two program levels to help low-level adult readers with parenting and literacy skills. Each of the program levels ($14.25) includes eight 16-page books on these topics: *Communications, Showing You Care, Coping with School, Role Models, Discipline, Problem Solving, Family Crisis*, and *Talking About Sex*. A *Teacher's Guide* that covers both levels is $6.50. New Readers Press also publishes a number of other books designed to help adult learners be better parents while improving their own skills. **When a Baby Is New** (1979, $2.75) and **As a Child Grows** (1979, $2.50), an illustrated set written at a 2nd- to 3rd-grade level, give practical information about caring for babies and young children. Written at the 3rd- to 4th-grade level, **A Good Beginning** (1990, $6.75), by Barbara Lewis, is a month-by-month guide to the baby's first year. For each month, the author describes the infant's development and suggests activities for parent and child. **The Childbearing Year** (1990, $7.50), by Barbara Holstein, written on a 4th-grade level, provides essential information about all stages of pregnancy, birth, and caring for an infant. It contains writing activities to help individual readers identify their own needs and concerns. The publisher also issues materials that low-literacy parents can read to their children. **The Long and Short of Mother Goose** (1990, $5 for the books alone, $10.75 with tape) is a two-book set retelling Mother Goose tales with a read-along tape, and **Favorite Childhood Tales** (1990, $10.75 for the books alone, $16.50 with tape) is a four-book collection of nursery tales, reinforced by read-along tapes. **Bride in Pink** (1989, $3.50) and **Better Off Without Me** (1989, $3.50), written at a 3rd- to 4th-grade level, are intended for older teens and adults. Contact New Readers Press, P.O. Box 131, Syracuse, NY 13210, 800-448-8878. [Note: Some of the above titles are also available in Spanish versions.]

2. **Megaskills: How Families Can Help Children Succeed in School and Beyond**, revised edition (1992), by Dorothy Rich, is a book about how parents can build children's skills in ten areas essential to job success: confidence, motivation, effort, responsibility, initiative, perseverance, caring, common sense, teamwork, and problem-solving. Although directed to literate parents, the book may be useful to developers of family literacy programs. Available for $24.95 (hardbound) or $12.95 (paperback) from Houghton Mifflin's Customer Service Department, 800-225-3362.

3. **Reading With Children** (1989), from Literacy Volunteers of America, is a program to help adults improve their own reading skills by preparing them to read to children. LVA's package includes a *Trainer's Guide*, a *Handbook for Literacy Tutors*, and a videocassette showing how to use the program. The complete program is $95. The *Trainer's Guide* ($4) and *Handbook* ($5) may also be purchased separately. Contact Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, 315-445-8000.

4. Butternut Books, a service of WELL Associates, Inc., screens children's books and offers for sale those that are particularly appropriate for whole-language learning. In most cases, the books are sold at a 20 percent discount from the retail price. Higher discounts are available for large orders. Among the titles that may be useful in family literacy programs are: **A Boy, a Dog and a Frog** (1967, Dial Books), **Through Grandpa's Eyes** (1980, HarperCollins), **The Way To Start the Day** (1978, Aladdin Books), **Now One Foot, Now the Other** (1981, The Trumpet Club), **Love You Forever** (1986, Firefly Books), and **Wednesday Surprise** (1989, Clarion Books). The Butternut Books catalog is

available for $1 from WELL Associates, RD 1, Box 121A, Morris, NY 13808. WELL Associates also provides technical assistance in curriculum development for literacy programs. For more information contact Roy or Judith Bartoo at 607-263-5620.

5. Three publications that grew out of the English Family Literacy Project of the University of Massachusetts (Boston) may aid in the planning and development of family literacy projects for ESL students. **English Family Literacy: An Annotated Bibliography** (1987), compiled by Andrea Nash, with an introduction by Elsa Auerbach, identifies theoretical and research material and presents models of successful approaches. **Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL** (1993, $9.95), by Andrea Nash, Ann Cason, Madeline Rhum, Loren McGrail, and Rosario Gomez-Sanford, is an anecdotal record of five teachers' experiences in using the participatory process. **Making Meaning, Making Change: A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy** (1993, $15.95), by Elsa Auerbach, is a 252-page resource that gives guidance on developing participatory family literacy programs. The book includes exercises to help readers identify issues and reach their own conclusions about them. It will be useful to program administrators, policymakers, and teachers. **English Family Literacy** (ED 322-795) is available for $9.90 plus $3.50 postage and handling from ERIC Document Reproduction Service, 740 Fullerton Road, Suite 1010, Springfield, VA 22153, 800-433-3742. The other publications may be ordered from Delta Systems, 1400 Miller Parkway, McHenry, IL 60050-7030, 800-323-8270.

6. **From the Crib to the Classroom** (1990, VHS, $39.95) is a 12-minute video by Push Literacy Action Now (PLAN) about families learning together. Motivational in nature, it features parents who are students and volunteers at PLAN, and shows them interacting with their children in various reading and learning activities. It may be useful to family literacy groups, libraries, and other programs that serve parents of young children. Contact PLAN, 1332 G Street SE, Washington, DC 20003, 202-547-8903. Beta and 3/4-inch tapes are available by special order.

7. **Parents and Children Together** is/was an audio and print monthly "journal" from Parent Outreach Project in Indiana. [Note: The publication was suspended after the February 1993 issue, but back issues continue to be available.] Each 48-page booklet, which is accompanied by an audiocassette, contains read-along stories, hints, and activities to help parents engage their children in reading and learning, and annotated listings of read-together books for parents and children. The tapes include the read-along stories as told by professional storytellers and ideas of parents about pre-reading and pre-writing activities and other learning incentives. Each issue is centered on one theme, such as *Special Needs of Special Children, Learning About the Lives of Famous People,* and *Expanding Your Child's Vocabulary.* Single copies of the magazine are $6; the accompanying audiotape is $2. For a complete list of issue themes, contact Parent Outreach Project, 2805 E. 10th Street, Suite 150, Bloomington, IN 47808-2698, 812-855-5847.

8. REACH (Reading To Enhance the Adult and Child) is a family literacy project developed by Southwestern Bell Telephone Company in Arkansas to introduce children in grades 1-3 to the importance of reading and to recruit their parents into local literacy programs—either to become tutors or to be tutored. Volunteers read to children in their classrooms and give them books to take home. Program materials include a **Volunteer's Handbook** (1992) and a **Coordinator's Handbook** (1992). Children's books used in the program are **My Mom Can't Read** (by Muriel Stanek, Albert Whitman & Company, 1986, $10.95), and the Random House Berenstain Bears series, including such titles as **Go To the Doctor, Visit the Dentist,** and **Learn About Strangers** ($1.95 each), all available in local bookstores. The handbooks are available at no charge and may be duplicated. For more information on the REACH program or to order the handbooks, contact Elaine Hall, Room 1096, Southwestern Bell Telephone Company, PO Box 1611, Little Rock, AR 72203, 501-373-3815.

9. The International Reading Association publishes a series of booklets for parents aimed at literate adults, which may be a source of ideas for family literacy programs. Among the available

titles are **Beginning Literacy and Your Child** (1990, #164), by Steven Silvern and Linda Silvern; **You Can Help Your Young Child with Writing** (1989, #160), by Marcia Baghban; **How Can I Prepare My Young Child for Reading?** (1984, #163), by Paula Grinnell; **Helping Your Child Become a Reader** (1989, #161), by Nancy Roser; and **You Can Encourage Your High School Student to Read** (1989, #162), by Jamie Myers. The pamphlets are $1.75 each prepaid and bulk rates are available. IRA has also published two other books that may be useful to developers of family literacy programs. **Emerging Literacy: Young Children Learn to Read and Write** (1989, #351, $15, members $10), by Dorothy Strickland and Lesley Mandel Morrow, is addressed to childcare providers and contains practical ideas for use at home and in the classroom. **Children's Comprehension of Text: Research into Practice** (1989, #744, $13, members $9), edited by K. Denise Muth, identifies differences in the ways children learn to comprehend narrative and expository writing. Contact the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, 302-731-1600.

10. **Family Focus: Reading and Learning Together** is a program sponsored by the Newspaper Association of America (formerly the American Newspaper Publishers Association Foundation and the International Reading Association together with five national school associations. It shows parents how to use the daily newspaper to encourage their children to read regularly. The core of the program is a 90-minute presentation that schools can request from the sponsoring organizations. **A Family in Focus** kit, containing a *Leader's Guide*, camera-ready copy for elementary school and middle school *Parent Brochures*, and a flyer introducing the program, is available for $5. For more information or to order the kit, contact the International Reading Association at 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, 302-731-1600.

11. **Stories for Parents** (1990) is a series of six parenting books for students reading at grade levels 1-3: *Angry Feelings, Changes and Choices, Johnson and Son, Making It Right, Reading Together,* and *Why Does Baby Cry?* Each 44-page book contains from three to six stories dealing with difficult situations in which parents may find themselves. The stories are presented in a way that encourages parents to think about the issues, relate them to their own lives, and find solutions. The books are $3 each or $13.50 for the set of six. Contact Contemporary Books, Department F90, 180 North Michigan Avenue, Chicago, IL 60601, 312-782-9181 or 800-621-1918.

12. **Home English Literacy for Parents: An ESL Family Literacy Curriculum** (1989) is designed to build ESL students' survival and parenting skills. Phase 1 focuses on such skills as paying bills, following directions, and reading signs and labels. Phase 2 develops language skills based on facts and information about the culture of schools to enhance adults' ability to work with schools and support their children's learning. For each competency, the curriculum identifies objectives for beginning, intermediate, and advanced students. Available for $9 plus $3 postage from The Center-Resources for Education, 1855 Mt. Prospect Road, Des Plaines, IL 60018, 708-803-3535. Make checks payable to CCSD #54.

13. The Carnegie Library of Pittsburgh has published two pamphlets for parents with low literacy levels: **Beginning with Books** (1990) explains to parents reading at a 3rd-grade level the importance of reading to their children and offers guidelines for reading to children of different ages. **Books To Begin With: Easy-to-Read Books for Family Reading** is an annotated bibliography of 51 books that parents with limited reading skills can read to their children. Books are categorized according to level of difficulty and annotations are easy to read. Both pamphlets are $1 each, and quantity discounts are available. The Library has also published a handbook for program administrators called **How To Set Up a Gift Book Program** (1988, $15), which includes the two pamphlets above and other support materials. It contains step-by-step guidelines for distributing children's books to low-income families and counseling them about reading to their children. Order from Beginning With Books, The Carnegie Library of Pittsburgh, Homewood Branch, 7101 Hamilton Avenue, Pittsburgh, PA 15208, 412-731-1717.

14. **Reading to Your Child** (1992) is a 25-minute videocassette that may be of use in family

literacy programs. The video introduces parents to techniques for sharing books with children and shows the techniques in use with real families. Available for $99 from Curriculum Associates, 5 Esquire Road, North Billerica, MA 01862-2589, 800-225-0248 or 508-667-8000.

15. **First Teachers: A Family Literacy Handbook for Parents, Policymakers, and Literacy Providers** (1989), from The Barbara Bush Foundation for Family Literacy, describes 10 promising family literacy programs and draws a series of lessons from the practices of each. The book is $4 prepaid from the Barbara Bush Foundation, 1002 Wisconsin Avenue NW, Washington, DC 20007, 202-338-2006.

16. **Using Technology in Family Literacy Programs** (1992, $5) is a report on the first year of a two-year pilot project in which computers were introduced into several of the National Center for Family Literacy's programs. The publication describes strategies and activities that evolved during the pilot. The National Center for Family Literacy also publishes a free quarterly Newsletter that contains information about its activities and programs and about other developments in the family literacy field. Each issue of the Newsletter also contains a schedule of NCFL seminars and a complete list of NCFL publications. Contact the National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449, 502-584-1133.